



**History In-Service Team,  
Supporting Leaving Certificate History.  
[www.hist.ie](http://www.hist.ie)**

## **Leaving Certificate History: Consolidating Best Practice**

### **“SUBJECT PLANNING for Leaving Certificate History and Junior Certificate History”**

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## PART I JUNIOR CERTIFICATE HISTORY

### Section 1 Clarifying aims and objectives

#### Why?

While much discussion of history syllabi focuses on what is described as ‘content’ (i.e. the specific modules and topics that are to be studied by students), inadequate attention paid to aims and objectives may result in the purposes that inspired the selection of content being overlooked or ignored. As in all aspects of School Development Planning, subject planning requires that targets be identified and worked towards; and, as in all subjects, the targets that the teacher is meant to pursue with her/his students are set down in the syllabus aims and objectives.

Managing to reach targets is contingent on many factors. One important factor is vision. If we cannot see clearly the nature of the target at which we are aiming, then our capacity to reach the target is likely to be impeded. Both the Junior and Leaving Certificate History syllabi have introductions which discuss the nature of history and of the syllabus. In tandem with the aims and objectives, these provide a coherent framework for identifying targets and understanding the rationale that inspired them.

#### What are ‘aims’ and ‘objectives’?

**Aims** are probably best described as broad statements of the learning that the syllabus is designed to bring about in students.

**Objectives** involve a more detailed identification and itemisation of the learning that the syllabus is designed to bring about in students.

If aims and objectives are to achieve the status of realisable targets, it is important that they be linked to teaching and learning in the classroom. Thus, in the pages that follow, teachers – both individually and collectively – are encouraged to reflect on how specific aims and objectives are linked to specific modules or topics being taught at different stages of the students’ engagement with the syllabus.

#### Important documentation

Junior Certificate History syllabus

Junior Certificate History *Guidelines for Teachers* (revised, 1996)

Available at [www.education.ie](http://www.education.ie). Look under “Curriculum, syllabus and teaching guides”.

Also available at [www.ncca.ie](http://www.ncca.ie). Look in drop-down menu in “curriculum online” section.

## Junior Certificate History: Aims

To what extent and in what aspects of our work are we helping our students to achieve the following aims?

### Junior Certificate History

#### Template 1A

Aim	Aspects of our work to which this aim is relevant
This syllabus aims to ensure that students:	
2.1.1 Acquire knowledge of and understanding about human activity in the past	
2.1.2 Understand the contemporary world through the study of the past	
2.1.3 Develop conceptual understanding and the ability to think independently	
2.1.4 Develop a range of skills essential for the study of history	
2.1.5 Are encouraged to develop positive attitudes such as a commitment to objectivity and fairness, and an acceptance that people and events must be judged in the context of their values and time	
2.1.6 Are encouraged to develop an interest and enthusiasm for history and a value of their heritage from the past	

### Junior Certificate History: Objectives

Some syllabus objectives apply throughout the students' course of study based on the syllabus; other objectives are relevant to particular sections of the syllabus. Discuss where you would place the listed objectives (Junior Certificate syllabus, pp. 3-6: See Appendix 1, p. 41) and your reasons for so doing.

### Junior Certificate History: Template 1B

Category	Objectives
Objectives that apply to the entire course of study	
<b>Objectives that are relevant to particular sections of the syllabus</b>	
Objectives of particular relevance to Section I	
Objectives of particular relevance to Section II	
Objectives of particular relevance to Section III	

## **Section 2 Clarifying learning outcomes**

### **Why?**

Learning outcomes derive from the aims and objectives of a syllabus and have implications for the manner in which different parts of the syllabus should be taught. Since one of the keys to effective teaching is the use of a range of methodologies, learning outcomes are useful in guiding teachers as to the type of methodologies that are appropriate to the teaching of different parts of the syllabus.

Learning outcomes also have implications for the manner in which the different syllabus topics are to be examined. The aims and objectives set out the targets that the teacher endeavours to reach with her/his pupils: the learning outcomes set out what the student is expected to know and/or be able to do at the end of the course of learning and, therefore, the basis on which the student will be assessed through the written examination and/or other assessment instruments.

The Junior Certificate syllabus as implemented in schools from September 1989 had no stated learning outcomes. A set of learning outcomes for each section of the syllabus will be included in the re-balanced syllabus which is due to be implemented from September 2009 or 2010. Since many of the learning outcomes in the re-balanced syllabus are relevant to the syllabus as it currently stands, teachers may wish to consult the learning outcomes which are available online at [http://www.ncca.ie/uploadedfiles/Junior%20Cycle%20Review/History\\_syll\(2\).pdf](http://www.ncca.ie/uploadedfiles/Junior%20Cycle%20Review/History_syll(2).pdf)

### **What are ‘learning outcomes’?**

Learning outcomes are statements describing what students are expected to know, understand and/or be able to do at the end of a particular course of study. As well as guiding the teaching and learning that takes place in the classroom, they also serve to identify the bases on which the external, summative assessment of the student’s learning will take place.

## Junior Certificate History syllabus: Template 2

Remember:

- Learning outcomes derive from the aims and objectives of a syllabus and have implications for the manner in which different parts of the syllabus should be taught.
- Learning outcomes have implications for the manner in which the two sections of the syllabus are to be examined and need to be borne in mind when planning revision.

### Important questions to ask in respects of the learning outcomes

<b>Section</b>	What are the implications of the learning outcomes for the ways in which we teach this section and for our examination preparation strategies?
<b>Section I</b>	
<b>Section II</b>	
<b>Section III</b>	

**Section 3 Planning a course based on the Junior Certificate History syllabus: choosing options**

The Junior Certificate History syllabus contains a range of options; therefore, teachers and history departments need to work out which particular options will be chosen so that the course of study to be followed with the students may be determined. In addition, some topics on the syllabus allow a focus on local examples and there is a need to consider if and where this may be appropriate. In most schools, a departmental plan will be agreed, so that students in different classes are pursuing the same sections of the syllabus at the same time, with due consideration given to those with special educational needs and the targeted interventions that may be required. Departmental planning should not be such as to stifle the creativity and methodological approaches of individual teachers.

The templates that follow are intended to focus attention on the options and flexible approaches to which individual teachers and departments will need to give attention.

**Junior Certificate History syllabus, Section I: Template 3A**

<b>Topic</b>	<b>Issue for consideration</b>	<b>Our decision</b>
Our roots in ancient civilisation	Which ancient civilisation (outside of Ireland):  Egypt, Greece, Rome, other	
Castle, church and city	Any local examples we should use?  Medieval town/city  Medieval manor  Medieval castle  Medieval monastery	
Renaissance	Which countries/regions to focus on?  Which artists, architects, printer(s) to focus on?	

**Junior Certificate History syllabus, Section II: Template 3B**

<b>Topic</b>	<b>Issue for consideration: special study</b>	<b>Our decision</b>
Changes in European view of the world:  <b>Exploration</b>	Which (voyage of) exploration?  e.g. Columbus, 1492; Magellan, 1519-1522	
Religious change:  <b>Reformation</b>	Which reformer?  e.g. Luther, Calvin, Henry VIII	
Changes in land ownership:  <b>Plantation in Ireland</b>	Which plantation?  e.g. Munster, Laois-Offaly, Ulster	
Political change:  <b>Revolutionary movements</b>	Which revolutionary?  e.g. Washington, Robespierre, Wolfe Tone	

Issues to consider in making choices:

- Resources available – including ‘appropriate documentary sources’, as referred to in the syllabus
- Most engaging narratives for students
- Choices offering best opportunities to develop students’ understanding of concept of change, and understanding of cause and consequence
- Choices offering best opportunities to develop students’ understanding of concept of evidence

**Junior Certificate History syllabus, Section III: Template 3C**

For students who will sit the **Ordinary level** examination:

- Which two **topics** should we select?

Political developments in Ireland and International relations in the 20<sup>th</sup> century

OR

Social change in the 20<sup>th</sup> century and International relations in the 20<sup>th</sup> century

- In relation to the topic “International relations in the 20<sup>th</sup> century”, which option should we select?

Peace and war in Europe, 1920-1945

OR

The rise of the Superpowers

OR

Moves towards European unity

OR

African and Asian nationalism

**N.B.**

Students who will sit the **Higher level** examination study all three topics:

Political developments in Ireland and

International relations in the 20<sup>th</sup> century and

Social change in the 20<sup>th</sup> century.

In the topic ‘International relations in the 20<sup>th</sup> century’, for the **post-1945** period they study ONE of the three options below.

<b>Topic</b>	<b>Issue for consideration</b>	<b>Our decision</b>
<b>International relations in the 20<sup>th</sup> century</b>	1945-1980s: Which option? The rise of the Superpowers OR Moves towards European unity OR African and Asian nationalism	

Issues to consider in making choices:

- Resources available
- Choices offering best opportunities to develop students’ understanding of modern world
- Choice offering best opportunities to develop students’ disciplinary understanding (i.e. understanding of the nature of history)

## Section 4 Planning a course based on the Junior Certificate History syllabi: time management

A perennial complaint about history courses worldwide is that they are ‘too long’. Whatever one’s view on this issue, it is undoubtedly the case that careful planning and time management can help to ensure that courses taught fulfil curricular requirements and are educationally meaningful. Incorporating syllabus emphases into one’s teaching can help to ensure that time is being used effectively to develop students’ on-going understanding and competencies.

The following templates are intended to assist history teachers and departments in organising their teaching of syllabus topics within viable time parameters.

### Junior Certificate History syllabus: Template 4A

#### Section I: How we find out about the past

Topic	To be completed by ...	Number of classes available	Syllabus emphases
Introduction: • The job of the historian			Historical methods, different types of <b>sources</b>
Our roots in ancient civilisation: • Pre-Christian & early Christian Ireland • Ancient Egypt, Greece, Rome or other ancient civilisation			Study based on archaeological <b>evidence</b> of • Houses, food, family life • Work, art, crafts, tools • Burial customs
Castle, church and city: • Medieval society • Medieval city • Medieval manor • Medieval castle • Medieval monastery and parish			Study based on buildings, settlements, other material <b>sources</b>  Local examples and/or national examples and/or European examples
Renaissance: • Renaissance art • Renaissance architecture • Renaissance printing and learning			Study based on visual <b>sources</b> and biography

**Junior Certificate History syllabus: Template 4B**  
**Section II: Studies of change**

<b>Topic</b>	<b>To be completed by ...</b>	<b>Number of classes available</b>	<b>Syllabus emphases</b>
<p>Changes in European view of the world: <b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Why people wanted new sea routes</li> <li>• What made the voyages possible</li> <li>• The main consequences of these voyages</li> </ul> <p><b>Special study:</b> An account of ONE exploration</p>			<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>
<p>Religious change: <b>Reformation</b></p> <ul style="list-style-type: none"> <li>• Why the Reformation occurred</li> <li>• How different people went about reform</li> <li>• The main consequences of the Reformation</li> </ul> <p><b>Special study:</b> Life of ONE reformer &amp; the effect he had</p>			<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>
<p>Changes in land ownership: <b>Plantation in Ireland</b></p> <ul style="list-style-type: none"> <li>• Why the land changed hands</li> <li>• How the land changed hands</li> <li>• Main consequences of the change</li> </ul> <p><b>Special study:</b> ONE plantation in Ireland</p>			<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>

**Junior Certificate History syllabus: Template 4B (continued)**

<b>Topic</b>	<b>To be completed by</b>	<b>Number of classes available</b>	<b>Syllabus emphases</b>
<p>Political change: <b>Revolutionary movements</b></p> <ul style="list-style-type: none"> <li>• Background: sources of discontent in pre-revolutionary America, France &amp; Ireland</li> <li>• Revolutionary movements in America, France &amp; Ireland, late 18<sup>th</sup> century</li> <li>• Consequences of these revolutions</li> </ul> <p><b>Special study:</b> Life of ONE revolutionary in America, France or Ireland</p>			<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>
<p>Social change: <b>From farm to factory</b></p> <ul style="list-style-type: none"> <li>• Background: agricultural society in the 18<sup>th</sup> century</li> <li>• Factors which made the agricultural &amp; industrial revolutions possible</li> <li>• Effects of changes in industry &amp; agriculture on people's lives</li> </ul> <p><b>Special study:</b> Contrasting life styles c.1850: Industrial England &amp; rural Ireland</p>			<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>

## Junior Certificate History syllabus: Template 4C

### Section III: Understanding the modern world

**Note:** In Section III, decisions need to be taken on a number of options. For details, see page 9 of this booklet. Topic details are based on the Revised Guidelines of 1996.

Topic	To be completed by ...	Number of classes available	Syllabus emphases
<p><b>Political developments in Ireland in the 20<sup>th</sup> century</b></p> <p>The main political events in Ireland, 1900 to 1985</p> <ul style="list-style-type: none"> <li>• Aims &amp; methods of the main Irish political groups (nationalist &amp; unionist) &amp; individuals at the turn of the 20<sup>th</sup> century</li> <li>• Events &amp; movements of the period 1912-1922 leading to the foundation of the two political entities, north &amp; south</li> <li>• The main developments in, and contrasts between, the two political entities from 1922 to 1985</li> </ul>			<p>An overall outline &amp; not a series of detailed studies</p> <p>Possible focus on</p> <ul style="list-style-type: none"> <li>• Focus dates</li> <li>• Personalities</li> <li>• Concepts</li> </ul> <p>Use of appropriate resources e.g. film, TV/radio programmes, newspapers</p>
<p><b>Social change in the 20<sup>th</sup> century</b></p> <p>Changes in lifestyles in Ireland from c.1900 under each of the following headings:</p> <ul style="list-style-type: none"> <li>• The role of women</li> <li>• Work &amp; leisure</li> <li>• Urban &amp; rural life</li> <li>• Transport &amp; communications</li> </ul>			<p>Study of changes in local area or more general study</p> <p>Use of oral history, family history, photographs</p>

**Junior Certificate History syllabus: Template 4C (continued)**

<b>International relations in the 20<sup>th</sup> century</b>			
Higher level: A + (B or C or D). Ordinary level: A or B or C or D.			
<b>Topic</b>	<b>To be completed by ...</b>	<b>Number of classes available</b>	<b>Syllabus emphases</b>
<p><b>A. 1920-1945 Peace &amp; war in Europe</b></p> <ul style="list-style-type: none"> <li>• The rise of Fascism in Italy &amp; Germany, 1920-33</li> <li>• The drift to war in Europe, 1933-39</li> <li>• World War II in Europe, 1939-45</li> </ul> <p><b>B. Post-1945: The rise of the Superpowers</b></p> <ul style="list-style-type: none"> <li>• The Berlin Blockade</li> <li>• The Korean War</li> <li>• The Cuban Crisis</li> </ul> <p><b>C. Post-1945: Moves towards European unity</b></p> <ul style="list-style-type: none"> <li>• The Treaty of Rome</li> <li>• The growth of the European Union</li> <li>• The Maastricht Treaty</li> </ul> <p><b>D. Post-1945: African &amp; Asian nationalism</b></p> <p>Choose ONE country in Africa or Asia that emerged from a colonial past to become independent after 1945</p> <ul style="list-style-type: none"> <li>• The colonial background</li> <li>• The independence movement</li> <li>• The post-colonial experience</li> </ul>			<p>A study in international relations; not necessary to make in-depth studies of internal history of countries involved</p> <p>Studies of the sources of conflict &amp; how to resolve it</p> <p>Background, ideological differences, effects of conflicts, efforts to resolve conflicts</p> <p>Economic &amp; political background to desire for unity &amp; extent to which aims have been achieved</p> <p>See bullet points under <b>D</b> in first column</p>

## **Section 5 Planning a course based on the Junior Certificate History syllabus: teaching and learning approaches**

The *Junior Certificate History Guidelines for Teachers* (Revised, 1996) include suggested teaching and learning approaches, and these approaches, along with appropriate page references, are referred to in the templates that follow.

The guidelines are available at

[www.education.ie](http://www.education.ie) Look under “Curriculum, syllabus and teaching guides”.

[www.ncca.ie](http://www.ncca.ie) Look in drop-down menu in “curriculum online” section.

Another useful source to guide planning is the report *Looking at History* (2006), a publication of the DES Inspectorate and based on 50 school inspections in History. Chapter 3, ‘Teaching and learning’ (pp. 23-34) focuses on teaching and learning approaches observed and their impact. Some approaches noted in the report are included in the templates that follow.

*Looking at History* is available at [www.education.ie](http://www.education.ie)

Look under “Reports and publications” → “Post-primary”.

It is generally acknowledged that there is no one, ‘catch-all’ approach that works better than all others in the classroom; but that a variety of approaches is needed to accommodate different learning styles among students and to engage appropriately with different facets of the syllabus. In the template documents that follow, teachers, individually and in subject teams, are invited to consider the appropriateness of the approaches listed to the different sections of the Junior Certificate History syllabus; to identify other approaches that they have found useful and productive; and to identify the resources that are available to support the preferred approaches.

## Junior Certificate History syllabus: Template 5A

### Section I: How we find out about the past

Topic	Syllabus emphases	Appropriate approaches?
Introduction: <ul style="list-style-type: none"> <li>• The job of the historian</li> </ul>	Historical methods, different types of <b>sources</b>	Guidelines, pp. 4-6 <ul style="list-style-type: none"> <li>• Time capsule exercise</li> <li>• Building a story from clues</li> <li>• Classifying evidence</li> <li>• Examining evidence</li> <li>• Family history</li> <li>• Other?</li> </ul>
Our roots in ancient civilisation: <ul style="list-style-type: none"> <li>• Pre-Christian &amp; early Christian Ireland</li> <li>• Ancient Egypt, Greece, Rome or other ancient civilisation</li> </ul>	Study based on archaeological <b>evidence</b> of <ul style="list-style-type: none"> <li>• Houses, food, family life</li> <li>• Work, art, crafts, tools</li> <li>• Burial customs</li> </ul>	Guidelines, pp. 6-7 <ul style="list-style-type: none"> <li>• Use of pictures, drawings, models</li> <li>• Use of film as basis for discussion of sites, artefacts, monuments</li> <li>• Ireland: exploring local examples, museums</li> <li>• Other?</li> </ul>
Castle, church and city: <ul style="list-style-type: none"> <li>• Medieval society</li> <li>• Medieval city</li> <li>• Medieval manor</li> <li>• Medieval castle</li> <li>• Medieval monastery, parish</li> </ul>	Study based on buildings, settlements, other material <b>sources</b>  Local examples and/or national examples and/or European examples	Guidelines, pp. 7-8 <ul style="list-style-type: none"> <li>• Visits, field trips, using work sheets, trail booklets</li> <li>• Use of maps, outline plans</li> <li>• Other?</li> </ul>
Renaissance: <ul style="list-style-type: none"> <li>• Renaissance art</li> <li>• Renaissance architecture</li> <li>• Renaissance printing and learning</li> </ul>	Study based on visual <b>sources</b> and biography	Guidelines, pp. 8-9 <ul style="list-style-type: none"> <li>• Use of visual sources: use as sources not illustration</li> <li>• Collaboration with art teacher(s)</li> <li>• Biographical studies</li> <li>• Other?</li> </ul>

**Junior Certificate History syllabus: Template 5A**  
**Section I: How we find out about the past**

**Preferred approaches and available resources to support these approaches**

Introduction: The job of the historian

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Our roots in ancient civilisation:

- Pre-Christian & early Christian Ireland

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- Ancient Egypt, Greece, Rome or other ancient civilisation

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Castle, church and city:

medieval society; medieval city; medieval manor; medieval castle; medieval monastery.

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Renaissance: Renaissance art, Renaissance architecture, Renaissance printing & learning

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**Junior Certificate History syllabus: Template 5B**  
**Section II: Studies of change**

<b>Topic</b>	<b>Syllabus emphases</b>	<b>Appropriate approaches?</b>
<p>Changes in European view of the world: <b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Why people wanted new sea routes</li> <li>• What made the voyages possible</li> <li>• The main consequences of these voyages</li> </ul> <p><b>Special study:</b> An account of ONE exploration</p>	<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>	<p>Guidelines, pp.11-12</p> <ul style="list-style-type: none"> <li>• Use of maps and globes: maps showing contemporary knowledge of world, routes of voyages</li> <li>• Detailed practical study of an exploration</li> <li>• Other?</li> </ul>
<p>Religious change: <b>Reformation</b></p> <ul style="list-style-type: none"> <li>• Why the Reformation occurred</li> <li>• How different people went about reform</li> <li>• The main consequences of the Reformation</li> </ul> <p><b>Special study:</b> Life of ONE reformer &amp; the effect he had</p>	<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>	<p>Guidelines, p.12</p> <ul style="list-style-type: none"> <li>• Use of practical examples to explain some abstract and technical terms</li> <li>• Use of role play and debates</li> <li>• Other?</li> </ul>
<p>Changes in land ownership: <b>Plantation in Ireland</b></p> <ul style="list-style-type: none"> <li>• Why the land changed hands</li> <li>• How the land changed hands</li> <li>• Main consequences of the change</li> </ul> <p><b>Special study:</b> ONE plantation in Ireland</p>	<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>	<p>Guidelines, p.13</p> <ul style="list-style-type: none"> <li>• Use of contemporary accounts &amp; illustrations</li> <li>• Use of statistics</li> <li>• Use of maps showing impact</li> <li>• Other?</li> </ul>

**Junior Certificate History syllabus: Template 5B (continued)**

<b>Topic</b>	<b>Syllabus emphases</b>	<b>Appropriate approaches?</b>
<p>Political change: <b>Revolutionary movements</b></p> <ul style="list-style-type: none"> <li>• Background: sources of discontent in pre-revolutionary America, France &amp; Ireland</li> <li>• Revolutionary movements in America, France &amp; Ireland, late 18<sup>th</sup> century</li> <li>• Consequences of these revolutions</li> </ul> <p><b>Special study:</b> Life of ONE revolutionary in America, France or Ireland</p>	<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>	<p>Guidelines, pp. 14-15</p> <ul style="list-style-type: none"> <li>• Use of contemporary cartoons &amp; portraits</li> <li>• Other?</li> </ul>
<p>Social change: <b>From farm to factory</b></p> <ul style="list-style-type: none"> <li>• Background: agricultural society in the 18<sup>th</sup> century</li> <li>• Factors which made the agricultural &amp; industrial revolutions possible</li> <li>• Effects of changes in industry &amp; agriculture on people's lives</li> </ul> <p><b>Special study:</b> Contrasting life styles c.1850: Industrial England &amp; rural Ireland</p>	<p>Exploring <b>change</b> through</p> <ul style="list-style-type: none"> <li>• Understanding of <b>cause &amp; consequence</b></li> <li>• Use of appropriate documentary <b>sources</b></li> <li>• The special study</li> </ul>	<p>Guidelines, p.15</p> <ul style="list-style-type: none"> <li>• Use of contemporary illustration</li> <li>• Use of documentary material e.g. accounts of travels, government commissions &amp; other enquiries</li> <li>• Collaboration with other subject areas e.g. Science, Art</li> <li>• Other?</li> </ul>

**Junior Certificate History syllabus: Template 5B (continued)**  
**Section II: Studies of change**

**Preferred approaches and available resources to support these approaches**

Changes in European view of the world: Exploration

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Religious change: Reformation

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Changes in land ownership: Plantation in Ireland

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Political change: Revolutionary movements

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Social change: From farm to factory

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**Junior Certificate History syllabus: Template 5C**  
**Section III: Understanding the modern world**

<b>Topic</b>	<b>Syllabus emphases</b>	<b>Appropriate approaches?</b>
<p><b>Political developments in Ireland in [the late 19<sup>th</sup> century and] the 20<sup>th</sup> century</b></p> <p>The main political events in Ireland, 1900 to 1985</p> <ul style="list-style-type: none"> <li>• Aims &amp; methods of the main Irish political groups (nationalist &amp; unionist) &amp; individuals at the turn of the 20<sup>th</sup> century</li> <li>• Events &amp; movements of the period 1912-1922 leading to the foundation of the two political entities, north &amp; south</li> <li>• The main developments in, and contrasts between, the two political entities from 1922 to 1985</li> </ul>	<p>An overall outline &amp; not a series of detailed studies</p>	<p>Guidelines, p.17</p> <ul style="list-style-type: none"> <li>• Use of photographs, posters, newspapers, radio &amp; TV broadcasts, films</li> <li>• Focus dates, using time chart or time line</li> <li>• Focus on key political personalities &amp; their ideas</li> <li>• Focus on key political concepts</li> <li>• Other?</li> </ul>
<p><b>Social change in the 20<sup>th</sup> century</b></p> <p>Changes in lifestyles in Ireland from c.1900 under each of the following headings:</p> <ul style="list-style-type: none"> <li>• The role of women</li> <li>• Work &amp; leisure</li> <li>• Urban &amp; rural life</li> <li>• Transport &amp; communications</li> </ul>	<p>Study of changes in local area or more general study</p>	<p>Guidelines, p.18</p> <ul style="list-style-type: none"> <li>• Oral history project</li> <li>• Study of students' own family history during the period</li> <li>• Use of photographs</li> <li>• Thematic approach e.g. focus on technological change or modernisation</li> <li>• Other?</li> </ul>

**Junior Certificate History syllabus: Template 5C (continued)**

<b>Topic</b>	<b>Syllabus emphases</b>	<b>Appropriate approaches?</b>
<p><b>International relations in the 20<sup>th</sup> century</b></p> <p><b>A. 1920-1945 Peace &amp; war in Europe</b></p> <ul style="list-style-type: none"> <li>• The rise of Fascism in Italy &amp; Germany, 1920-33</li> <li>• The drift to war in Europe, 1933-39</li> <li>• World War II in Europe, 1939-45</li> </ul> <p><b>B. Post-1945: The rise of the Superpowers</b></p> <ul style="list-style-type: none"> <li>• The Berlin Blockade</li> <li>• The Korean War</li> <li>• The Cuban Crisis</li> </ul> <p><b>C. Post-1945: Moves towards European unity</b></p> <ul style="list-style-type: none"> <li>• The Treaty of Rome</li> <li>• The growth of the European Union</li> <li>• The Maastricht Treaty</li> </ul> <p><b>D. Post-1945: African &amp; Asian nationalism</b></p> <p>Choose ONE country in Africa or Asia that emerged from a colonial past to become independent after 1945</p> <ul style="list-style-type: none"> <li>• The colonial background</li> <li>• The independence movement</li> <li>• The post-colonial experience</li> </ul>	<p>A study in international relations; not necessary to make in-depth studies of internal history of countries involved</p> <p>Studies of the sources of conflict and how to resolve conflict</p> <p>Background, ideological differences, effects of conflicts, efforts to resolve conflicts</p> <p>Economic &amp; political background to desire for unity &amp; extent to which aims have been achieved</p> <p>See bullet points in first column</p>	<ul style="list-style-type: none"> <li>• Use of oral questioning</li> <li>• Use of spider diagrams</li> <li>• Use as prompts at beginning of lessons of photographs, maps, cartoons, short audio or video clips</li> <li>• Use of provocative questions at beginning of lessons to engage students</li> <li>• Development by students of a ‘history dictionary’</li> <li>• Use of time lines on classroom walls</li> <li>• Class analysis of visual sources</li> <li>• Use of class debates as a revision aid</li> <li>• Assisting students to ‘make’ notes rather than ‘take’ notes</li> <li>• Selective and focused use of textbook(s)</li> <li>• Use of pair work and group work</li> <li>• Focus on the role of key political figures</li> <li>• Focus on key political concepts</li> <li>• Use of role playing</li> <li>• Use of charts, wall-mounted or board-mounted</li> <li>• Use of video clips for reinforcement purposes</li> </ul>

## Junior Certificate History syllabus: Template 5C

### Section III: Understanding the modern world

#### Preferred approaches and available resources to support these approaches

Political developments in Ireland in the 20<sup>th</sup> century

- Aims & methods of the main Irish political groups (nationalist & unionist) & individuals at the turn of the 20<sup>th</sup> century

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- Events & movements of the period 1912-1922 leading to the foundation of the two political entities, north & south

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- The main developments in, and contrasts between, the two political entities from 1922 to 1985

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Changes in lifestyles in Ireland from c.1900 under each of the following headings:

The role of women; Work & leisure; Urban & rural life; Transport & communications

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**Junior Certificate History syllabus: Template 5C**

**Section III: Understanding the modern world**

**Preferred approaches and available resources to support these approaches  
(continued)**

International relations in the 20<sup>th</sup> century

A. 1920-1945: Peace & war in Europe

- The rise of Fascism in Italy & Germany, 1920-33

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- The drift to war in Europe, 1933-39

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- World War II in Europe, 1939-45

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B. Post-1945: The rise of the Superpowers OR Moves towards European unity OR  
African and Asian nationalism

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**Section 1 Clarifying aims and objectives****Why?**

While much discussion of history syllabi focuses on what is described as ‘content’ (i.e. the specific modules and topics that are to be studied by students), inadequate attention paid to aims and objectives may result in the purposes that inspired the selection of content being overlooked or ignored. As in all aspects of School Development Planning, subject planning requires that targets be identified and worked towards; and, as in all subjects, the targets that the teacher is meant to pursue with her/his students are set down in the syllabus aims and objectives.

Managing to reach targets is contingent on many factors. One important factor is vision. If we cannot see clearly the nature of the target at which we are aiming, then our capacity to reach the target is likely to be impeded. Both the Junior and Leaving Certificate History syllabi have introductions which discuss the nature of history and of the syllabus. In tandem with the aims and objectives, these provide a coherent framework for identifying targets and understanding the rationale that inspired them.

**What are ‘aims’ and ‘objectives’?**

**Aims** are probably best described as broad statements of the learning that the syllabus is designed to bring about in students.

**Objectives** involve a more detailed identification and itemisation of the learning that the syllabus is designed to bring about in students.

If aims and objectives are to achieve the status of realisable targets, it is important that they be linked to teaching and learning in the classroom. Thus, in the pages that follow, teachers – both individually and collectively – are encouraged to reflect on how specific aims and objectives are linked to specific modules or topics being taught at different stages of the students’ engagement with the syllabus.

**Important documentation**

**Junior Certificate History syllabus:** Leaving Certificate History syllabus; *Leaving Certificate History, Guidelines for Teachers* (2004)

Available at [www.hist.ie](http://www.hist.ie).

Also available at [www.education.ie](http://www.education.ie). Look under “Curriculum, syllabus and teaching guides”.

Also available at [www.ncca.ie](http://www.ncca.ie). Look in drop-down menu in “curriculum online” section.

## Leaving Certificate History syllabus: aims

**To what extent and in what aspects of our work are we helping our students to achieve the following aims?**

**Template 1A: Aims**

Aim	Aspects of our work to which this aim is relevant
<b>Knowledge and understanding</b>	
To develop knowledge and understanding of human activity in the past	
To promote understanding of the present through the development of a historical perspective on issues of contemporary importance	
To develop knowledge and understanding of Irish, European and world history.	
To develop students' understanding of historical concepts	
To provide students with a perspective of change in a world of change	
<b>Skills of history</b>	
To develop an awareness of different interpretations of particular historical issues.	
To develop a range of research skills essential for the study of history	
To develop an appreciation of the nature and variety of historical evidence.	
<b>Preparation for life &amp; citizenship</b>	
To develop the ability to think critically	
To develop positive values associated with the study of history	
To develop in students an appreciation of the society in which they live and of other societies, past and present	
To develop in students an informed and critical awareness of their historical inheritance	

### Leaving Certificate History syllabus: objectives

Some syllabus objectives apply throughout the students' course of study based on the syllabus; other objectives are relevant to particular sections of the syllabus. Discuss where you would place the listed objectives (Leaving Certificate syllabus, pp. 3-4; see Appendix 2, p. 44) and your reasons for so doing.

#### Template 1B: Leaving Certificate History syllabus: objectives

Category	Objectives
Objectives that apply to the entire course of study	
<b>Objectives that are relevant to particular sections of the syllabus</b>	
Objectives of particular relevance to the documents-based study	
Objectives of particular relevance to the research study	
Objectives of particular relevance to the three 'standard' topics	

## **Section 2      Clarifying learning outcomes**

### **Why?**

The learning outcomes derive from the aims and objectives of the syllabus and have implications for the manner in which different parts of the syllabus should be taught. Since one of the keys to effective teaching is the use of a range of methodologies, learning outcomes are useful in guiding teachers as to the type of methodologies that are appropriate to the teaching of different parts of the syllabus.

The learning outcomes also have implications for the manner in which the different syllabus topics are to be examined. The aims and objectives set out the targets that the teacher endeavours to reach with her/his pupils: the learning outcomes set out what the student is expected to know and/or be able to do at the end of the course of learning and, therefore, the basis on which the student will be assessed through the written examination and/or other assessment instruments.

The Leaving Certificate syllabus has learning outcomes for the two inter-linked parts of the syllabus, *Working with evidence*, and *Topics for study*: these may be found on pages 10 and 13 of the syllabus, respectively.

### **What are ‘learning outcomes’?**

Learning outcomes are statements describing what students are expected to know, understand and/or be able to do at the end of a particular course of study. As well as guiding the teaching and learning that takes place in the classroom, they also serve to identify the bases on which the external, summative assessment of the student’s learning will take place.

## Template 2: Leaving Certificate History syllabus: learning outcomes

Remember:

- Learning outcomes derive from the aims and objectives of a syllabus and have implications for the manner in which different parts of the syllabus should be taught.
- Learning outcomes have implications for the manner in which the two sections of the syllabus are to be examined and need to be borne in mind when planning revision.

### Important questions to ask in respects of the learning outcomes

<b>Section</b>	What are the implications of these learning outcomes for the ways in which we teach this part of the syllabus and for our examination preparation strategies?
<b>Part I</b> <b>Working with evidence</b>	
<b>Part II</b> <b>Topics for study</b>	

### **Section 3      Planning a course based on the Leaving Certificate History syllabus: choosing options**

The Leaving Certificate History syllabus contains a range of options; therefore, teachers and history departments need to work out which particular options will be chosen so that the course of study to be followed with the students may be determined. In most schools, a departmental plan will be agreed, so that students in different classes are pursuing the same sections of the syllabus at the same time, with due consideration given to those with special educational needs and the targeted interventions that may be required. Departmental planning should not be such as to stifle the creativity and methodological approaches of individual teachers.

The template that follows is intended to guide teachers in the choice of options.

Issues to consider in making choices:

- Resources available
- Choices offering best opportunities to develop students' understanding of modern world
- Choice offering best opportunities to develop students' disciplinary understanding (i.e. understanding of the nature of history)

### Template 3: Leaving Certificate History syllabus: Topics for study

The first choice to be made here is whether topics will be taken from the Early Modern field of study, 1492-1815, OR the Later Modern field of study, 1815-1993. Once that choice has been made, there will be a need to check which topic has been prescribed for documents-based study.

Teachers must then choose three further topics from the same field of study.

<p><b>Early Modern topics</b>  <b>Note:</b> Two topics from Irish history are studied and two from the history of Europe and the wider world.</p>	<p><b>The four topics our students will study</b></p>
<p><b>Which of the topics below is prescribed for documents-based study for this cohort of students?</b></p>	
<p><b>Irish history</b></p>	
1. Reform and Reformation in Tudor Ireland, 1494-1558	
2. Rebellion and conquest in Elizabethan Ireland, 1558-1603	
3. Kingdom versus colony – the struggle for mastery in Ireland, 1603-1660	
4. Establishing a colonial ascendancy, 1660-1715	
5. Colony versus kingdom – tensions in mid-18 <sup>th</sup> century Ireland, 1715-1770	
6. The end of the Irish kingdom and the establishment of the Union, 1770-1815	
<p><b>History of Europe and the wider world</b></p>	
1. Europe from Renaissance to Reformation, 1492-1567	
2. Religion and power – politics in the later sixteenth century, 1567-1609	
3. The eclipse of Old Europe, 1609-1660	
4. Europe in the age of Louis XIV, 1660-1715	
5. Establishing empires, 1715-1775	
6. Empires in revolution, 1775-1815	
<p><b>Later Modern topics</b>  <b>Note:</b> Two topics from Irish history are studied and two from the history of Europe and the wider world.</p>	<p><b>The four topics our students will study</b></p>
<p><b>Which of the topics below is prescribed for documents-based study for this cohort of students?</b></p>	
<p><b>Irish history</b></p>	
1. Ireland and the Union, 1815-1870	
2. Movements for political and social reform, 1879-1914	
3. The pursuit of sovereignty and the impact of partition, 1912-1949	
4. The Irish diaspora, 1840-1966	
5. Politics and society in Northern Ireland, 1949-1993	
6. Government, economy and society in the Republic of Ireland, 1949-1989	
<p><b>History of Europe and the wider world</b></p>	
1. Nationalism and state formation in Europe, 1815-1871	
2. Nation states and international tensions, 1871-1920	
3. Dictatorship and democracy, 1920-1945	
4. Division and realignment in Europe, 1945-1992	
5. European retreat from empire and the aftermath, 1945-1990	
6. The United States and the world, 1945-1989	

#### **Section 4      Planning a course based on the Leaving Certificate History syllabus:: time management**

A perennial complaint about history courses worldwide is that they are ‘too long’. Whatever one’s view on this issue, it is undoubtedly the case that careful planning and time management can help to ensure that courses taught fulfil curricular requirements and are educationally meaningful. Incorporating syllabus emphases into one’s teaching can help to ensure that time is being used effectively to develop students’ on-going understanding and competencies.

The following templates are intended to assist history teachers and departments in organising their teaching of syllabus topics within viable time parameters.

**Template 4A: A possible schedule for Fifth Year History**  
 (See *Guidelines for Teachers*, p.20)

Teaching focus	Number of classes allocated	To be completed by ...	Syllabus emphases
Introduction: history & the historian			<ul style="list-style-type: none"> <li>• Different meanings attached to 'history'</li> <li>• provisional nature of historical knowledge</li> <li>• concepts of evidence, interpretation, objectivity, change</li> <li>• what historical research involves</li> </ul>
Topic prescribed for documents-based study  <b>Note:</b> See student guide to Documents-based Study on <a href="http://www.hist.ie">www.hist.ie</a> .			See 'learning outcomes' on page 10 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Case studies (and context)</li> <li>• Role of evidence</li> <li>• Types of sources</li> <li>• Provenance of sources</li> </ul>
2 <sup>nd</sup> topic (of four)			See 'learning outcomes' on page 13 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Important changes</li> <li>• Case studies</li> <li>• Role of key personalities</li> <li>• Key concepts (HL)</li> </ul>
Research study: initial briefing on parameters and research methods (and, where deemed desirable, outline plan & initial draft)  <b>Note:</b> See student guide to Research Study on <a href="http://www.hist.ie">www.hist.ie</a> .			See 'learning outcomes' on page 10 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Awareness of objectivity</li> <li>• Exemplifying research skills</li> </ul>

**Template 4B: A possible schedule for Sixth Year History**  
 (See *Guidelines for Teachers*, p.20)

Teaching focus	Number of classes allocated	To be completed by ...	Syllabus emphases
3 <sup>rd</sup> topic (of four)			See ‘learning outcomes’ on page 13 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Important changes</li> <li>• Case studies</li> <li>• Role of key personalities</li> <li>• Key concepts (HL)</li> </ul>
4 <sup>th</sup> topic (of four)			See ‘learning outcomes’ on page 13 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Important changes</li> <li>• Case studies</li> <li>• Role of key personalities</li> <li>• Key concepts (HL)</li> </ul>
Research study: <ul style="list-style-type: none"> <li>• Approval of outline plans</li> <li>• Monitoring of drafts</li> </ul> Note: See student guide to Research Study on <a href="http://www.hist.ie">www.hist.ie</a>	On-going or dedicated classes?	School submission date?  SEC submission date?	<ul style="list-style-type: none"> <li>• Clearly defined subject for investigation</li> <li>• Narrow focus, in-depth</li> <li>• Historically significant subject</li> <li>• Sources: primary OR specialist secondary</li> </ul>
Revision <ul style="list-style-type: none"> <li>• Preparation for documents-based question (DBQ)</li> <li>• Preparation for general questions on other 3 topics</li> </ul>			<ul style="list-style-type: none"> <li>• DBQ: documents relate to one case study; may be visual or written</li> <li>• General questions(OL): stimulus-driven</li> <li>• General questions (HL): at least 2 perspectives examined</li> </ul>

## **Section 5      Planning a course based on the Leaving Certificate History syllabus: teaching and learning approaches**

The Leaving Certificate History *Guidelines for Teachers* (2004) include suggested teaching and learning approaches, and these approaches, along with appropriate page references, are referred to in the templates that follow.

*Guidelines for Teachers* (2004) is available at

[www.hist.ie](http://www.hist.ie)

[www.education.ie](http://www.education.ie)    Look under “Curriculum, syllabus and teaching guides”.

[www.ncca.ie](http://www.ncca.ie)            Look in drop-down menu in “curriculum online” section.

Another useful source to guide planning is the report *Looking at History* (2006), a publication of the DES Inspectorate and based on 50 school inspections in History. Chapter 3, ‘Teaching and learning’ (pp.23-34) focuses on teaching and learning approaches observed and their impact. Some approaches noted in the report are included in the templates that follow.

*Looking at History* is available at [www.education.ie](http://www.education.ie)

Look under “Reports and publications” → “Post-primary”.

It is generally acknowledged that there is no one, ‘catch-all’ approach that works better than all others in the classroom; but that a variety of approaches is needed to accommodate different learning styles among students and to engage appropriately with different facets of the syllabus. In the template documents that follow, teachers, individually and in subject teams, are invited to consider the appropriateness of the approaches listed to the different sections of the Leaving Certificate History syllabus; to identify other approaches that they have found useful and productive; and to identify the resources that are available to support the preferred approaches.

### Template 5: Leaving Certificate History syllabus, emphases and approaches

Teaching focus	Syllabus emphases	Appropriate approaches?
Introduction: history & the historian	<ul style="list-style-type: none"> <li>• Different meanings attached to ‘history’</li> <li>• provisional nature of historical knowledge</li> <li>• concepts of evidence, interpretation, objectivity, change</li> <li>• what historical research involves</li> </ul>	<p>Guidelines for Teachers, pp. 21-22</p> <ul style="list-style-type: none"> <li>• Group discussion, use of quotations</li> <li>• Use of ‘evidence grid’ with sample sources</li> <li>• Preliminary research exercise and focus on relevant concepts</li> <li>• Other?</li> </ul>
<p>Topic prescribed for documents-based study</p> <p><b>Note:</b> See student guide to Documents-based Study on <a href="http://www.hist.ie">www.hist.ie</a>.</p>	<p>See ‘learning outcomes’ on page 10 of syllabus</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• The case studies (and context)</li> <li>• Role of evidence</li> <li>• Types of sources</li> <li>• Provenance of sources</li> </ul>	<p>Guidelines for Teachers, pp. 12-13, pp. 23-32, pp. 37-52</p> <ul style="list-style-type: none"> <li>• Analysis of written sources, visual sources, oral evidence</li> <li>• Enquiry-focused approach</li> <li>• Multi-perspective approach</li> <li>• Role play</li> <li>• Other group</li> <li>• Other?</li> </ul>
2 <sup>nd</sup> topic (of four)	<p>See ‘learning outcomes’ on page 13 of syllabus</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• Important changes</li> <li>• Case studies</li> <li>• Role of key personalities</li> <li>• Key concepts (HL)</li> </ul>	<p>Guidelines for Teachers, pp. 37-52</p> <ul style="list-style-type: none"> <li>• Enquiry-focused approach</li> <li>• Multi-perspective approach</li> <li>• Teaching for understanding approach</li> <li>• Focus on key personalities and key concepts</li> <li>• Group work</li> <li>• Other?</li> </ul>

**Template 5: Leaving Certificate History syllabus, emphases and approaches  
(continued)**

Teaching focus	Syllabus emphases	Appropriate approaches?
3 <sup>rd</sup> topic (of four)	See ‘learning outcomes’ on page 13 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Important changes</li> <li>• Case studies</li> <li>• Role of key personalities</li> <li>• Key concepts (HL)</li> </ul>	Guidelines for Teachers, pp. 37-52 <ul style="list-style-type: none"> <li>• Enquiry-focused approach</li> <li>• Multi-perspective approach</li> <li>• Teaching for understanding approach</li> <li>• Focus on key personalities and key concepts</li> <li>• Group work</li> <li>• Other?</li> </ul>
4 <sup>th</sup> topic (of four)	See ‘learning outcomes’ on page 13 of syllabus  Focus on <ul style="list-style-type: none"> <li>• Important changes</li> <li>• Case studies</li> <li>• Role of key personalities</li> <li>• Key concepts (HL)</li> </ul>	Guidelines for Teachers, pp. 37-52 <ul style="list-style-type: none"> <li>• Enquiry-focused approach</li> <li>• Multi-perspective approach</li> <li>• Teaching for understanding approach</li> <li>• Focus on key personalities and key concepts</li> <li>• Group work</li> <li>• Other?</li> </ul>
Research study: <ul style="list-style-type: none"> <li>• Approval of outline plans</li> <li>• Monitoring of drafts</li> </ul> Note: See student guide to Research Study on <a href="http://www.hist.ie">www.hist.ie</a> .	<ul style="list-style-type: none"> <li>• Clearly defined subject for investigation</li> <li>• Narrow focus, in-depth</li> <li>• Historically significant subject</li> <li>• Sources: primary OR specialist secondary</li> </ul>	Guidelines for Teachers, pp. 33-35 <ul style="list-style-type: none"> <li>• Highlighting merits of process</li> <li>• Library visit</li> <li>• Outline plan: use of check-list (p.34)</li> <li>• Evaluation of sources: use of check-list (p.15)</li> <li>• Extended essay: use of check-list (p.35)</li> </ul>

**Template 5: Leaving Certificate History syllabus, approaches and resources**

**Preferred approaches and available resources to support these approaches**

Introduction: history and the historian

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**Topic prescribed for documents-based study**

Topic title \_\_\_\_\_

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Case study1 Title \_\_\_\_\_

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Case study 2 Title \_\_\_\_\_

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Case study 3 Title \_\_\_\_\_

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**Template 5: Leaving Certificate History syllabus, approaches and resources**

**Preferred approaches and available resources to support these approaches**

2<sup>nd</sup> topic (of four)    Topic title \_\_\_\_\_

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Case study1    Title \_\_\_\_\_

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Case study 2    Title \_\_\_\_\_

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Case study 3    Title \_\_\_\_\_

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3<sup>rd</sup> topic (of four)    Topic title \_\_\_\_\_

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Case study 1    Title \_\_\_\_\_

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Case study 2    Title \_\_\_\_\_

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Case study 3    Title \_\_\_\_\_

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**Template 5: Leaving Certificate History syllabus, approaches and resources**

**Preferred approaches and available resources to support these approaches**

4<sup>th</sup> topic (of four)      Topic title \_\_\_\_\_

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Case study 1    Title \_\_\_\_\_

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Case study 2    Title \_\_\_\_\_

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Case study 3    Title \_\_\_\_\_

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Research study

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